

2018-2019

EPP Bachelor Performance Report

Lenoir-Rhyne University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

A coeducational Lutheran private institution located in the pastoral setting of the Western Piedmont region of North Carolina, Lenoir-Rhyne College opened its doors in 1891. A faith-based institution built on a liberal arts tradition, the institution affiliated with the N.C. Synod of the Evangelical Lutheran *Church* in America. In August of 2008, the institution made a commitment to expand graduate offerings and increase its academic profile by moving to University status. Lenoir-Rhyne continues its tradition of educating with an emphasis on the liberal arts while working to continue implementation of its new university status. Currently, the

university enrolls over 2500 students and offers more than 59 fields of study leading to a bachelor's degree, 19 fields of study leading to a master's degree, and one doctoral program in nursing, with three certificate or licensure programs also at the graduate level. A life-long learning option provides evening classes to serve working professionals, including those majoring in Community College Administration, Teaching, and School Counseling. With emphases in professional leadership and vocation, the college is committed to rigorous academics, engaged learning, personal mentoring, and a faith-centered experience for all. Grounded in reputable, solid academic standards, the institution provides graduate and continuing education opportunities in marketable areas of study including the health sciences, business, and education. Graduate programs in business, counseling, occupational therapy, physician's assistant, athletic training, health services, sustainability, writing, and education provide individuals the invitation to enhance their leadership skills and expand their professional competence. Varied study opportunities and support services enrich the Lenoir-Rhyne graduate experience, with the institutional expectation that graduate students will apply their knowledge in meaningful and practical ways through leadership and service to the world. The institution provides options for internships, community service projects, and mentoring relationships for students to further engage their learning experience. Lenoir-Rhyne University promotes a living mission through administration, faculty and staff who commit themselves to the personal development and guidance of all students as whole persons. The institution formed the College of Education and Human Services (COEHS) in August of 2008 and it remains the center for the professional development of all majors that prepare personnel for service in public schools. There are 12 articulated pathways to initial licensure and one articulated pathway to advanced licensure, as well as a full-time MAT route to licensure. The programs are fully recognized and approved by the North Carolina Department of Public Instruction, and are accredited through 2020 by the National Council for the Accreditation of Teacher Education. In 2019, Lenoir-Rhyne officially joined AAQEP for national accreditation of their educator licensure programs. The initial accreditation process will occur during the 2020. All Counseling programs are accredited through CACREP through 2021. In 2012, Lenoir-Rhyne opened its Center for Graduate Studies in Asheville, NC and merged with the Lutheran Theological Southern Seminary in Columbia, SC. A new Center for Graduate Studies in Columbia, SC opened in August, 2014.

Special Characteristics

Each of the programs for the preparation of professional education personnel at Lenoir-Rhyne University embodies the institutional mission of holistic development of “Mind, Body, and Spirit.” This mission is also found in the conceptual framework of the unit, “the Reflective Practitioner.” Each candidate who completes one of the twelve initial, two add-on areas, or two advanced licensure areas in teacher preparation are expected to know their content, how to practice appropriate to their licensure area, how to be successful with diverse populations, how to be leaders, how to be reflective about their practice to bring continuing improvement, and how to be both respectful and caring. School counselors who complete their program are expected to demonstrate a strong theoretical foundation, mastery of clinical skills, and possess the ability to practice as reflective counselors with diverse populations in the public schools. These competencies are demonstrated and assessed through performance-based projects required by candidates across the licensure programs, which are also heavily field-based. Varied clinical experiences begin early with teacher candidates working in school settings during their sophomore year. These field experiences continue into the junior year at which time classes are taught at appropriate field sites in partnership schools. This places students in the school environment for their methods preparation. In the senior year, The Director of Teacher Education places each candidate with a highly qualified cooperating teacher for a fifteen-week, part-time internship. Given success in the part-time internship, the student continues with that same cooperating teacher into a full-time student teaching experience the following semester. Graduate candidates refine their advanced skills and knowledge through extensive internships in field-based settings appropriate to their program affording them the opportunity to apply and refine their skills and expertise. In the reflective tradition, the teacher education program at Lenoir-Rhyne College strives to develop caring, thinking practitioners who know themselves, their students, their content, and a variety of strategies in order to deliver content to various learners in engaging ways. Therefore, the mission of the teacher education program is to prepare teachers who know their content, know how to teach, are successful with a diverse population, are leaders, are reflective about their practice for effective change, and are respectful and caring. Likewise, counselors who complete a program at Lenoir-Rhyne demonstrate a strong theoretical

foundation, mastery of clinical skills, and the ability to practice as a reflective counselor with diverse populations in a variety of agency settings and public schools. In our work with the public schools, we have adopted the guiding principle of striving to develop a Community of Learners, with the idea being that professionals in the field teach our students while we also further school professionals' development as well as our own. As an ever-evolving Community of Learners, we strive to build a relationship that is collaborative, reciprocal, and collegial where leadership and reflective practice are modeled and provided.

Program Areas and Levels Offered

Lenoir-Rhyne University offers bachelor's degree programs leading to initial licensure (Standard Professional I) in twelve areas and options in two areas for graduate study. These areas include Elementary Education, Middle Grades Education in four areas (language arts, social studies, math and science); Secondary (9-12) licensure in English, Mathematics, Comprehensive Science, and Comprehensive Social Studies; and K-12 Special Area Licensure in Music, Health & Physical Education, and Spanish. An advanced licensure degree program is offered in School Counseling. The College also houses non-licensure graduate programs in Online Teaching & Instructional Design, Human Services, Leadership and Community College Administration. During the 2019-20 academic year, Lenoir-Rhyne will begin offering a fully online, competency-based, Residency licensure program for individuals pursuing teacher licensure in Secondary (English, Math, Science, & Social Studies), Middle Grades (Language Arts, Math, Science, & Social Studies), and K-12 Music and Health & Physical Education.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Lenoir-Rhyne University requires several courses intended to address the three skill areas listed above. Students complete assignments that document the candidates' ability to plan, teach and participate in each of the experiences listed. The courses Adaptation, Accommodation & Differentiation (EDU 373), Classroom Management (SED 252), and every methods course taught in the School of Education includes assignments pertaining to the various types of disabilities and how to teach all students effectively in an inclusive environment; Special Education Assessment & Planning (SED 361), as well as the secondary-only general methods course include assignments related to how IEP teams work within school community; Assignments related to ESL concepts are part of every methods course embedded within every program for the preparation of professional educators. In 2016, the School of Education added a new course requirement, EDU 219 which addresses second language acquisition and regular classroom teacher supports for ELL. Many of the general education candidates elect to test for and receive the Special Education General Curriculum teaching license. During 2015, the School of Education revised its Middle Grades Education program to include the same special education preparation that our Elementary teachers have received. We believe that this will strengthen the preparation of these new teachers as they enter heterogeneous classrooms and must differentiate for all learners. In 2013-14 the Middle Grades curricula was revised to include 4 new courses designed to help general education teachers prepare to meet the needs of students with special needs within their classrooms. In 2016-17 the Elementary Education and Middle Grades Education programs were revised again to meet new state standards and align with edTPA - an assessment of pedagogical performance. While making these revisions, the School of Education created a minor in Special Education that all education majors are encouraged to pursue.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Assignments related to ELL concepts are part of every methods course embedded within every program for the preparation of professional educators. In 2016, the School of Education added a new course requirement, EDU 219 which addresses second language acquisition and regular classroom teacher supports for ELL. EDU 274 Global Education was also added to the teacher education program with a focus on developing knowledge and skills to work with diverse “others” in the regular classroom setting. Lenoir-Rhyne also place a great deal of emphasis on preparing students to effectively differentiate instruction through a continuous connecting theme to edTPA concepts which runs across all coursework and culminates in EDU 413 edTPA Concepts and Supports. Candidate results on the edTPA, provide strong evidence that differentiation for both ELL and students with special needs is a strong component of the preparation programs. In 2018-19 the School of Education began a partnership with Southwest Primary School in Hickory, NC. Southwest is a Title I, dual-immersion language school. All candidates are required to tutor and lead small groups with English Language Learners as a component of their clinical experiences.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

In LRU’s required Technology in the Classroom course, education students learn to:

- develop and sustain a personal learning network for continual professional growth
- design a website for communicating with students, parents, and other stakeholders
- understand and apply the TPACK (technological pedagogical content knowledge) framework within their content areas
- identify and reflect on applications of technology tools in classrooms
- create a multimedia presentation to teach integration of a technology tool
- utilize Web 2.0 tools and identify their applications for teaching and learning

Additionally, faculty within the School of Education participate in ongoing technology professional development to learn how to better utilize technology within their areas of expertise. All education students develop an understanding of state, national, and international technology standards for students as well as how those standards can be aligned to content standards and effective pedagogy. Students examine, critique, and create learning experiences designed to help students meet content standards through technology. Technology is used as a tool for differentiating instruction and providing students with multiple avenues for accessing content and demonstrating their understanding. In other foundational coursework, education students gain experience assessing students using software- and web-based programs in order to identify student strengths and needs. Students then design and implement interventions and support targeted at identified learning needs, and they progress monitor to track student growth. The School of Education has also houses a graduate program in Online Teaching and Instructional Design.

Both graduate and undergraduate students are allowed to take courses within this program to enhance their knowledge and skills regarding educational technology and best practices for online teaching. Lenoir-Rhyne is currently preparing Elementary Education students in blended learning settings to prepare them for online and face to face settings. In the fall of 2018, the School of Education faculty participated in a STNA survey to assess their skills and comfort in digital learning competencies. This data will be used by the state to create professional development modules to enhance faculty competency in teaching candidates to effectively use technology as a part of instruction in the classroom. The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

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Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

All Elementary Education students must take EDU 256 Integrating the Arts for Elementary Teachers. This course provides strategies and resources for effectively using the visual and performing arts to enhance instruction across all content areas. Students are required to create a series of artifacts which show clear integration of the arts and other content areas. Fall 2015 was the second semester that this course was separated from our Children's Literature course and provided more intensive experiences in the integration of arts throughout the curriculum. We also ran a stand-alone Children's Literature course which addressed the arts through literature. The following objectives are met through successful completion of these courses:

- Critically read and evaluate children's books in all genres.
- Read and respond to books that represent many world cultures and geographic areas.
- Understand the developmental needs and interests of children and how to select appropriate books for them for various purposes
- Explore methods for integrating children's literature with Language Arts and other content areas.
- Practice a variety of ways of integrating the arts with children's literature and other content areas.
- Learn how to discuss and evaluate art in children's books and explore the role of picture books in developing visual literacy.
- Increase awareness of music resources and ways to integrate music into the curriculum.

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- Recognize that the arts can teach children that problems can have multiple solutions, questions may have multiple answers, and the world can be viewed in many ways.
 - Explore methods for working with books for children that deal with controversial, problematic, and value-oriented issues and develop a sensitivity to censorship issues related to children's books.
 - Explore methods of sharing literature with students, including storytelling and read alouds.

Explain how your program(s) and unit conduct self-study.

The programs within Lenoir-Rhyne's School of Education complete highly detailed and strictly monitored assessment reports for each of its programs. This is a university requirement which allows the faculty to examine and analyze a large amount of data and use this data to inform program improvement. These data sources include:

- Disaggregated data aligned with rubric criteria for all state required evidences as described in LRU blueprints
- Aggregate data across programs aligned with the rubric criteria above
- Admissions data (GPA, test scores, initial dispositions evaluation, speech assessment, writing sample)
- Exit data (licensure test scores, student teaching evaluations, completer surveys)
- Course-specific artifacts evaluated with common rubrics in pre-student teaching coursework
- Internship evaluations by university supervisor and cooperating teacher
- Student teaching evaluations by university supervisor and cooperating teacher
- Dispositions evaluations completed by student, university supervisor, and cooperating teacher
- Evaluation of university supervisors by student and cooperating teacher
- Evaluation of cooperating teachers by student and university supervisor

The School of Education faculty analyzes this data annually to direct decision making for the upcoming academic year. During Summer 2016, the faculty participated in a training retreat to begin implementation of edTPA as a new data source for program improvement. Our first students completed the edTPA pilot in spring 2017, 2018, and 2019. All students scored at the passing level according to national standards. In addition to faculty review of assessment data

and reporting, Lenoir-Rhyne's Institutional Research division provides detailed feedback on the quality of the data and reporting and provides support for improving this process. In 2018-19, School of Education faculty met monthly to examine student data generated in coursework from the newly revised curricula. Shifts in focus were made throughout the year to ensure that coursework and field experiences were aligned in each semester of the program. There was also great effort expended to ensure that students in the MA in Teaching program were receiving the same level of edTPA-related preparation as undergraduate students since this program is completed in an accelerated manner. In 2018-19, the School of Education adopted and began implementation of the Educator Dispositions Assessment, a nationally validate evaluation tool for pre-service teachers. Initial data will be analyzed during the 2019-20 academic year.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Currently, all education students work within a high needs district for the majority of their clinical field work. However, we will need direction from the state as to how we are defining a "low performing school", a list of the schools in our region meeting this criteria, and assurances that district and school administrators will support clinical placements in their building while also attempting to meet growth for their students. Our current experiences include:

UNDERGRADUATE PROGRAMS

EDUL 241 - Education Lab (15 hours of observation in multiple settings) - Sophomore year

EDUL 216 - Special Education Lab (15 hours working one on one and with small groups in an inclusive setting) - Sophomore year

EDU 328 - Literacy Lab (15-20 hours of one on one tutoring with public school student) - Junior Year (Elementary Ed Only)

EDU 338 - Math Lab (15 hours of direct mathematics instruction in public school classroom) - Junior Year (Elementary Ed Only)

EDU 416 - Middle Grades (10-15 hours of observation and fieldwork in multiple middle grades environments) - Middle Grades Only

EDU 430/432 - Internship (Students work one full day per week in the classroom where they will

complete full-time student teaching in the following semester - 120 hours) - Senior Year
EDU 441/442 - Student Teaching (Full-time clinical experience for the full semester - 600 hours)
- Senior Year

GRADUATE - Master of Arts in Teaching

This program requires a full year of clinical experience. Full-time students are placed in a public school classroom, full-time for the duration of an entire school year. Courses are taught either at night, online, or in the summer preceding or proceeding the clinical experience. Part-time students complete two 45 hour internships prior to a full-time student teaching experience as the capstone experience in their program.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

This occurs currently with students beginning their clinical internship experience when school begins in the fall and concludes in early May at the conclusion of the school year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Mountain View Elementary
Start and End Dates	4/18/2018
Priorities Identified in Collaboration with LEAs/Schools	STEAM Initiatives
Number of Participants	120
Activities and/or Programs Implemented to Address the Priorities	A Science day for all the Mt. View 5th graders/ a full day of science related activities
Summary of the Outcome of the Activities and/or Programs	Reinforce 5th grade science curriculum, introduction to college, to excite the students and spur their enthusiasm for science

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hickory City/Catawba County/Davie County/Newton Conover City Schools/Challenger High School/Discovery High School/Burke County Schools
Start and End Dates	September 1, 2018-December 1, 2018
Priorities Identified in Collaboration with LEAs/Schools	Service to low socio-economic student groups
Number of Participants	12
Activities and/or Programs Implemented to Address the Priorities	Teaching Scholars were involved in the collection of canned goods and delivery of those goods to the local soup kitchen, which serves all of Hickory and surrounding areas. Scholars also visited High Schools within the counties listed above in order to recruit future teachers to our program.
Summary of the Outcome of the Activities and/or Programs	The collection of food served the families of the Hickory Community. Students were able to impact the community through this service, thereby positively impacting the children who attend Hickory Public Schools. The high school visits resulted in many applications to Lenoir Rhyne and the Teaching Scholars Program. Teaching Scholars will ultimately student teach and work as educators in the surrounding school districts. This service, not only supports recruitment to the university, the School of Education, and Teaching Scholars, but also continues to build the pool of high quality teachers that will positively impact local school districts.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Viewmont Elementary School
Start and End Dates	2017-present
Priorities Identified in Collaboration with LEAs/Schools	Student mentoring
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Involvement with GEMS, a club for girls in grades 3-5 to spark interest in science, math, and engineering
Summary of the Outcome of the Activities and/or Programs	Either Dr. Heffron or Dr. Morin participate in this after school activity approximately 2 times per month. The girls learn about and do a hands-on project relating to science, engineering, math, or computer skills. They help to facilitate the projects. Past projects: building bridges which must successfully span 12" between two surfaces, making silly putty, making binary Christmas ornaments, setting up obstacle courses for Hexbugs to maneuver, making paint from chalk, building boats which must float and hold weights, building towers with limited resources and time, investigations into solubility of different liquids with hypotheses, learning computer programming.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	St. Stephens; Southeast Guilford
Start and End Dates	Jan1-May10th; August 5th-Dec 10th

Priorities Identified in Collaboration with LEAs/Schools	Athletic initiative
Number of Participants	3
Activities and/or Programs Implemented to Address the Priorities	Assisted Staff Athletic Trainers with daily duties
Summary of the Outcome of the Activities and/or Programs	Students completed supervised clinical education with the staff ATs.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hickory High School; Grandview Middle Schools; Jenkins Elementary, Oakwood Elementary, Southwest Elementary, Viewmont Elementary
Start and End Dates	Kid's Cook - Grandview Middle - 04/10/18 - 04/20/18 ; Hickory High School various dates during March 2018 and Sept 2018; Weeks of Feb 26th, March 19th, Sept 24th, Oct 1st and Oct 15th for Fit for Motion Classes;
Priorities Identified in Collaboration with LEAs/Schools	Health and nutrition education
Number of Participants	772
Activities and/or Programs Implemented to Address the Priorities	Kid's Cook Classes - Grandview Middle School; Nutrition classes for 9th grade health classes at Hickory High School; Fit for Motion classes for all 2nd graders in Hickory Public Schools (4))
Summary of the Outcome of the Activities and/or Programs	The Kids Cook was very successful and received very positive feedback (collaboration with middle school and heart association); We have been guest speakers for Hickory High School for 6 years and are contacted regularly to support their nutrition curriculum; The Fit for Motion Program is annual and continues to be a collaboration with the YMCA in Hickory Schools. The plan is that the CATCH program will be integrated fully in all elementary schools and will eventually supplant Fit for Motion (this would be a positive and more immersive/comprehensive nutrition education plan)
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hickory Public Schools/Catawba County Schools/Patrick Beaver Library
Start and End Dates	9/1/18-12/30/18
Priorities Identified in Collaboration with LEAs/Schools	Literacy development and early intervention
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Teaching Scholars served as literacy and math tutors for students in local school systems. Several of the scholars completed training in the Augustine Reading Program and provided reading instruction to children utilizing this system.
Summary of the Outcome of the Activities and/or Programs	Through tutoring, school visits, and community projects, these teaching scholars provided more than 200 hours of service to the children impacted by these programs.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Emma Elementary School
Start and End Dates	January 2018- December 2018
Priorities Identified in Collaboration with LEAs/Schools	Project Christmas
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Our student-athletes acquired 15 hours of community service with this community service initiative. Participants purchased a toy to donate to the students of the classroom we were assigned at Emma Elementary. This supported the efforts of some of our student-athletes who were taking the lead on getting the department involved in the project, and provided these children from a low income area - who may otherwise not see any gifts - with an opportunity to have something nice of their own to open for the holiday.
Summary of the Outcome of the Activities and/or Programs	See description, -608 hours of volunteer service
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Viewmont Elementary School
Start and End Dates	January 2018- December 2018
Priorities Identified in Collaboration with LEAs/Schools	Pack the Track Project
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Our student-athletes compiled 46 hours of community service for this community service opportunity. Student-athletes assisted Viewmont Elementary with their annual pack the track event. Stations were set up where all of the students get to rotate through different sports activities and participate in fun and exciting physical activity with college athletes.
Summary of the Outcome of the Activities and/or Programs	See description, -608 hours of volunteer service
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Sawmills Elementary School
Start and End Dates	January 2018- December 2018
Priorities Identified in Collaboration with LEAs/Schools	D.E.A.R. Project
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Our student-athletes had 10 hours of community service with Sawmills Elementary School. We helped promote the importance of a say no to drugs and alcohol lifestyle. The student-athletes also talked about promoting a healthy balance of extracurricular activities and scholastic achievement. It was a great time spending time and building relationships with the students at the school.

Summary of the Outcome of the Activities and/or Programs	See description, -608 hours of volunteer service
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Fred T. Foard High School
Start and End Dates	January 2018- December 2018
Priorities Identified in Collaboration with LEAs/Schools	Special Olympics
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	During this event our student-athletes compiled 98 hours of community service. This event was stretched over a few day span at a local high school within the hickory area. The team helps coordinate and plan the Special Olympics tournament to where all were able to compete. The student-athletes helped teach and run the entire event. We strongly believe this impacted our student-athletes lives much more than the Special Olympic athletes.
Summary of the Outcome of the Activities and/or Programs	See description, -608 hours of volunteer service
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Concordia Day School
Start and End Dates	January 2018- December 2018
Priorities Identified in Collaboration with LEAs/Schools	Athletic Initiative
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Our student-athletes compiled 44 hours of community service with this community service opportunity. The objective of this opportunity was to help run and coordinate the events of the race. Some of the student-athletes cheered on the racers, and others helped out with the logistics of the race.
Summary of the Outcome of the Activities and/or Programs	See description, -608 hours of volunteer service
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	St. Stephens High School
Start and End Dates	January 2018- December 2018
Priorities Identified in Collaboration with LEAs/Schools	Athletic Initiative
Number of Participants	200

Activities and/or Programs Implemented to Address the Priorities	Lenoir-Rhyne student-athletes volunteered at the track meet for a total of 69 hours of community service. The student-athletes volunteered with St. Stephens' High School to assist with meet management and course monitoring. They were involved with many different events and activities throughout the day, and had a lot of fun helping out with high school athletics.
Summary of the Outcome of the Activities and/or Programs	See description, -608 hours of volunteer service
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Clyde Campbell Elementary School
Start and End Dates	January 2018- December 2018
Priorities Identified in Collaboration with LEAs/Schools	Boys Running Club
Number of Participants	200
Activities and/or Programs Implemented to Address the Priorities	Lenoir- Rhyne student-athletes volunteered to coach an 8 week long running club for male students at Clyde Campbell Elementary School. The club ran for two hours a day, twice a week. Each practice was facilitated by two coaches who alternated time slots. A total of 128 hours were spent volunteering with the Boys Running Club.
Summary of the Outcome of the Activities and/or Programs	See description, -608 hours of volunteer service
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Oakwood Elementary School
Start and End Dates	January 2018- December 2018
Priorities Identified in Collaboration with LEAs/Schools	Grounds and beautification priorities
Number of Participants	23
Activities and/or Programs Implemented to Address the Priorities	Twenty-three students and two orientation leaders volunteered at Oakwood Elementary School for two hours.
Summary of the Outcome of the Activities and/or Programs	Students participate in a morning of service called 'Hands on Hickory'. This event serves 32 locations for two hours of service in any area needed by the site. Lenoir-Rhyne students volunteered at four public schools to help complete landscaping projects preparing for the school year to begin.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Jenkins Elementary School
Start and End Dates	January 2018- December 2018
Priorities Identified in Collaboration with LEAs/Schools	Grounds and beautification priorities
Number of Participants	24

Activities and/or Programs Implemented to Address the Priorities	Twenty-four students and two orientation leaders volunteered at Jenkins Elementary School for two hours.
Summary of the Outcome of the Activities and/or Programs	See description, -608 hours of volunteer service
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hickory High School
Start and End Dates	January 2018- December 2018
Priorities Identified in Collaboration with LEAs/Schools	Grounds and beautification priorities
Number of Participants	23
Activities and/or Programs Implemented to Address the Priorities	Twenty-three students and two orientation leaders volunteered at Hickory High School for two hours.
Summary of the Outcome of the Activities and/or Programs	See description, -608 hours of volunteer service
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Catawba County School-Grandview Middle School
Start and End Dates	Saturday, March 30, 2019
Priorities Identified in Collaboration with LEAs/Schools	Leadership Training
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	The LR Broyhill Leaders had provided leadership training to a group of 8th grade students from Grandview Middle School during the fall semester. The group (now called the Broyhill Kids) came back to campus to help facilitate a new training for interested 7th grade students. All the middle school students were able to appreciate and demonstrate effective communication skills and team work through the activities experienced during both trainings.
Summary of the Outcome of the Activities and/or Programs	The LR Broyhill Leaders had provided leadership training to a group of 8th grade students from Grandview Middle School during the fall semester. The group (now called the Broyhill Kids) came back to campus to help facilitate a new training for interested 7th grade students. All the middle school students were able to appreciate and demonstrate effective communication skills and team work through the activities experienced during both trainings.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Viewmont Elementary School
Start and End Dates	October 2018 - June 2019

Priorities Identified in Collaboration with LEAs/Schools	Grounds and beautification priorities
Number of Participants	65
Activities and/or Programs Implemented to Address the Priorities	Twenty-one students and two orientation leaders volunteered at Viewmont Elementary School for two hours.
Summary of the Outcome of the Activities and/or Programs	See description, -608 hours of volunteer service
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Viewmont Elementary School
Start and End Dates	October 2018-May 2019
Priorities Identified in Collaboration with LEAs/Schools	At-risk student mentoring
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	Implemented Check and Connect mentoring program. Lenoir-Rhyne Counseling students mentoring Viewmont
Summary of the Outcome of the Activities and/or Programs	To engage students who are showing early warning signs of disengagement from school and are at risk of dropping out.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	East Burke, Southeast Guilford
Start and End Dates	August 1st, 2018 - May 1st, 2019
Priorities Identified in Collaboration with LEAs/Schools	Athletic training and safety
Number of Participants	2
Activities and/or Programs Implemented to Address the Priorities	AT Students completed clinical experiences with the ATs from the high schools, providing healthcare for the student athletes.
Summary of the Outcome of the Activities and/or Programs	None this year, our HS day was cancelled due to bad weather
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake county, Carrboro City, Gaston County, Hickory city, Conover City, Cabarrus County
Start and End Dates	March 4-8 and March 18-22
Priorities Identified in Collaboration with LEAs/Schools	Occupational therapy services
Number of Participants	15
Activities and/or Programs Implemented to Address the Priorities	Level 1 students complete observation/clinical hours at these facilities. They generally are present for 1 week during the spring semester of their 1st year in the occupational therapy program.

Summary of the Outcome of the Activities and/or Programs	The students were able to complete a level 1 fieldwork rotation at these facilities and learn about the role of occupational therapy in the school system.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hickory City Public Schools
Start and End Dates	Spring 2019
Priorities Identified in Collaboration with LEAs/Schools	Early Intervention- literacy
Number of Participants	13
Activities and/or Programs Implemented to Address the Priorities	13 Elementary Education majors tutored students at Southwest Primary School for a total of 65 hours of tutoring
Summary of the Outcome of the Activities and/or Programs	Students at Southwest received tutoring in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	1
Female	12
Race/Ethnicity	Number
Hispanic / Latino	0
Asian	0
African-American	0
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	13
Multi-Racial	0
Student does not wish to provide	0

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	

	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	33
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	4	Total	33
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary		8				
MG		3				
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total	0	11	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	LenoirRhyne	15	93	73
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Catawba County Schools	151
Caldwell County Schools	77
Burke County Schools	61
Alexander County Schools	51
Hickory City Schools	51
Lincoln County Schools	44
Gaston County Schools	36
Iredell-Statesville Schools	35
Newton Conover City Schools	24
Charlotte-Mecklenburg Schools	23

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,226.67
MEAN SAT-Math	625.00
MEAN SAT-Verbal	616.67
MEAN ACT Composite	26.86
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN CORE-Combined	495.84
MEAN CORE-Reading	173.93
MEAN CORE-Writing	166.48
MEAN CORE-Math	163.09
MEAN GPA	3.52
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	7	5	5	100	5	100	5	100
M.G. Language Arts	2	2	2	*	2	*	2	*
M.G. Social Studies	1							
English	2	1	1	*	1	*	1	*
Math (grades 9-12)	2	1						
Science (grades 9-12)	3							
Social Studies (grades 9-12)	2	1						
History	1	1	1	*	1	*	1	*
Health and Physical Ed	5	3	3	*	3	*	3	*
Music	3	3	2	*	2	*	2	*
Institution Summary	28	17	14	93	14	93	14	93
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.								
**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	9	2	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency	0	0	0	0	0	0
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
6	1	4

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:4.3

K. Teacher Effectiveness

Institution: Lenoir-Rhyne University
Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected</p>

growth.” Additional information about the NCEES and EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			60.0%	37.1%	N/A	35	27
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	50.0%	44.1%	N/A	34	28
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	52.9%	44.1%		34	28
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	57.1%	40.0%		35	27
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			67.6%	32.4%		34	28
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	67.7%	19.4%	31	31		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		
